



BERKELEY COUNTY MIDDLE COLLEGE

1001 South Live Oak Drive
Moncks Corner, South

Grades	11-12 High School	
Enrollment	74 Students	
Principal	Claire Mason Freeman	843-899-8111
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	2	19	0	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	N/A	N/A	N/A	71.0%	73.4%	69.5%
Passed 1 subtest (%)	N/A	N/A	N/A	15.6%	14.3%	18.0%
Passed no subtests (%)	N/A	N/A	N/A	13.4%	13.3%	12.5%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	N/A	88.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	N/A	26	N/A	182
Number of Graduates in Cohort	N/A	26	N/A	133
Rate	N/A	100.0%	N/A	71.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	N/A	N/A	207
Number of Graduates in Cohort	N/A	N/A	N/A	142
Rate	N/A	N/A	N/A	72.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0%	73.2%
English 1	.	56.6%
Biology 1/Applied Biology 2	.	56.8%
Physical Science	50.0%	47.9%
US History and the Constitution	61.4%	36.2%
All Tests	61.7%	52.4%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=74)				
Retention rate	0.0%	N/A	3.8%	3.4%
Attendance rate	97.1%	N/A	95.3%	95.0%
Served by gifted and talented program	N/A	N/A	14.2%	12.4%
With disabilities other than speech	13.7%	N/A	10.4%	9.9%
Older than usual for grade	5.5%	N/A	9.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.4%	0.9%
Enrolled in AP/IB programs	0.0%	N/R	6.4%	13.0%
Successful on AP/IB exams	N/A	N/A	37.1%	51.7%
Eligible for LIFE Scholarship	22.2%	N/R	27.8%	30.1%
Annual dropout rate	N/A	N/A	2.9%	2.5%
Career/technology students in co-curricular organizations	N/A	N/A	5.7%	2.9%
Enrollment in career/technology courses	7	N/A	241	419
Students participating in work-based experiences	N/A	N/A	12.3%	7.2%
Career/technology students attaining technical skills	100.0%	N/A	83.2%	83.0%
Career/technology completers placed	N/A	N/A	98.4%	98.4%
Teachers (n=5)				
Teachers with advanced degrees	33.3%	N/A	60.6%	61.1%
Continuing contract teachers	66.7%	N/A	78.7%	80.6%
Teachers returning from previous year	N/A	N/A	84.3%	86.5%
Teacher attendance rate	97.8%	N/R	95.6%	95.5%
Average teacher salary*	N/A	I/S	\$46,795	\$46,884
Professional development days/teacher	12.4 days	N/R	9.6 days	10.0 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	N/R	24.8 to 1	26.5 to 1
Prime instructional time	94.7%	N/R	90.6%	89.3%
Dollars spent per pupil**	N/A	N/A	\$8,097	\$7,804
Percent of expenditures for teacher salaries**	N/A	N/A	56.0%	58.0%
Percent of expenditures for instruction**	N/A	N/A	59.9%	60.6%
Opportunities in the arts	Poor	N/R	Good	Excellent
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	98.2%	N/R	96.9%	97.3%
Character development program	Average	N/R	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	N/A	N/A	47	61.7%	N/A	N/A	N/A
Gender							
Male	N/A	N/A	21	81.0%	N/A	N/A	N/A
Female	N/A	N/A	26	46.2%	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	34	64.7%	N/A	N/A	N/A
African American	N/A	N/A	12	50.0%	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	30	53.3%	N/A	N/A	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The Berkeley County Middle College High School is a partnership between Berkeley County School District and Trident Technical College. We provide a personalized learning community for students who want to accelerate toward fulfillment of college and career goals, and for at-risk groups underrepresented in postsecondary education.

This was the inaugural year for Berkeley County Middle College. The graduation rate for our Class of 2011 was 100%. Sixty-five of our students attempted 232 dual credit college courses with a pass rate of 86.7%. The pass rate for high school courses was 99%.

In the report, College Ready, commissioned by the Gates Foundation, we are reminded that “In today’s world, a college diploma has become as important as a high school diploma used to be...higher education—whether a two- or four-year college, a technical school, or a certificate program—has emerged as the critical path to opportunity for students and the avenue to achieve their dreams.”

Located on the Berkeley Campus of Trident Technical College, our magnet high school can serve up to 100 students from the district’s seven comprehensive high schools. Our partnership blends high school and college courses to provide students with rigorous academics, guidance support, career information, mentors, service learning opportunities, and other essential resources.

The goals of the Middle College are to create a more pervasive college-going culture through: increasing high school graduation rates and reducing dropout rates by providing a school-wide support system and an individualized academic plan that challenges each student to succeed; improving academic performance in a non-traditional high school environment which allows student access to greater educational opportunities; and, increasing collegiate access to provide a seamless transition from high school to college.

At Berkeley County Middle College High School is our joy to help students begin their transitions into higher education and bright futures.

Claire Freeman, Principal
Jennifer Easler, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	44	35
Percent satisfied with learning environment	I/S	90.9%	94.3%
Percent satisfied with social and physical environment	I/S	86.4%	94.1%
Percent satisfied with school-home relations	I/S	90.9%	88.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

This school met 0 out of 0 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.3%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.